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ABSTRACT

This intermediate level teaching guide, answer key, and English-as-a-Second-Language (ESL) textbook package provides nine career and personal profiles of immigrants to the United States from a variety of countries presently working in the field of environmental protection and regulation. A glossary translates numerous more specialized, environment-related vocabulary into six languages other than English, including Russian, Hmong, Serbocroatian, Somali, Vietnamese, and Spanish. (KFT)

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Newcomers and the Environment: Teaching Guide — Answer Key [and] ESL Textbook. Intermediate Level.

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FL 801 478

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Newcomers and the Environment

Teaching guide - Answer Key

Intermediate Level

By Charles and Pamela LaRue

2A

Introduction to "Newcomers and the Environment"

This book was written with two purposes in mind: to teach ESL and to teach environmental education. Immigrants who work in the field of environmental education and protection have been profiled. We answer a number of questions about each person. Why did they come to the United States? How did they chose their profession? What information do they want to pass on to other newcomers? These immigrants have come to America and successfully made a new life for themselves, as our students hope to do. They serve as an inspiration, both personally and professionally, to all who use this textbook.

To make the book more understandable there is a glossary of special vocabulary words. The vocabulary words are underlined, and appear throughout the book. When you see an underlined word, go to the glossary to find out what the word means in English, or to see a translation of that word in any of these six languages: Bosnian, Hmong, Russian, Somali, Spanish and Vietnamese. In some of the exercises the vocabulary words are not underlined. The glossary begins on page 61.

Who should use this textbook

There are two versions of this text book: Intermediate and Advanced. The Intermediate textbook is written for ESL students scoring between 200 and 210 on the CASAS, and reading at the 2nd or 3rd grade level.

How to use this textbook

Each chapter begins with a story. Read the story with your students. Read each sentence to them and have them repeat word for word. Stop at the end of each paragraph and quiz them about vocabulary and content. We recommend whenever possible to have the students work cooperatively. Later, there are some examples of ways to have students learn cooperatively when they do the exercises in this book. Most of the answer in the Answer Key are written as complete sentences from the book. You can decide if you want your students to give short answers or answer in complete sentences.

The people profiled in this book are happy to answer any questions that you or your students might have about their profession. Information on how to contact them is provided at the end of each story, along with suggestions on where to get additional information on the subject discussed in that chapter.

Exercise 1 - Reading Comprehension

Exercise 1 in each chapter is a reading comprehension exercise. The students find the correct information in the story, and write their answers to the questions. The instructor can decide if he/she wants the students to write their answers as complete sentences.

Exercise 2 - Text Editing

Exercise 2 in each chapter consists of sentences from the text, however, some words are incorrect. These words are already crossed out. The students need to find the correct word from the text and write it above the crossed out word. When the students are done, the answers can be checked cooperatively with another student. In a classroom setting each student can put one answer on the board, and the class can approve the corrections as a group.

Exercises 3 and 4

Exercises 3 and 4 vary from chapter to chapter. They may be reading comprehension, fill in the blank, matching or discussion exercises. "Fill in the blank" and matching exercises review vocabulary. The discussion exercises ask the students to talk with each other and compare and contrast how things are done in their country, with how things are done here. After the discussion, the class as a whole can review their answers and each student can explain what they learned while talking to their partner.

Cooperative learning activities for your students:

Have students work in pairs whenever possible. If the pairs of students speak different languages it is easier to get them to speak English to each other. Because of this, you may want to chose the pairs that will be working together. This way, students won't automatically pair up with someone with whom they can speak their own language. If you are working one-to-one with a student, consider yourself the student's partner as you go through the exercises.

Have each pair work together to write the correct answers in one of their books. Then have one student dictate the correct answers while the other student writes the answers in his/her workbook. You may find it difficult to get your students to work cooperatively when they both have copies of the text. In that case, when they've completed an exercise, have students close their books. Give a pair of students one copy of the questions and see if they can ask and answer the questions orally with their partner.

Chapter 1

Exercise 1 (page 3)
1. Where is Kou from? Laos
2. When did the US soldiers leave Laos? 1975
3. Why did Kou leave Laos? It was no longer safe.
4. When did he get an environmental job? 1996
5. What does Kou teach people to do? He teaches them how to compost their garbage.
6. What does he do with the soil from his compost pile? He puts this soil on his garden to help his plants grow.
7. How many bags of garbage did his family throw away each week, before they started to recycle? 3
8. How many bags do they throw away now? 1

Exercise 2 (page 4)
1. Kou was serving in the ~~American~~ (Laotian) Army when he was ~~14~~ (16) years old.
2. Kou and his wife moved to ~~Minnesota~~ (Wisconsin) in ~~1970~~ (1980).
3. Kou lived in ~~Canada~~ (the US) for many years before he became interested in ~~temperamental~~ (environmental) education.
4. The ~~Refusing~~ (Recycling) Program in Eau Claire hired Kou in ~~1976~~ (1996).
5. The DNR trained Kou to help the ~~Northwest~~ (Southeast) ~~African~~ (Asian) community.
6. Kou wants all people to ~~confuse~~ (compost) their ~~tooth paste~~ (yard waste).
7. He gets good fertile ~~soap~~ (soil) from the ~~confused~~ (composted) food and yard waste.
8. Now his family has only one ~~pack~~ (bag) of ~~luggage~~ (garbage) to throw away each week.

Exercise 3 (page 5) Discuss what happens to garbage using the photos in the book.
1. What happens to garbage after we throw it away? It goes to the landfill or waste-to-energy facility (garbage burner).
2. Why are reducing and reusing good ideas? It helps keep our landfills from filling up too fast. It helps keep the air cleaner and helps keep the water cleaner. It saves energy.

Exercise 4 (page 6)
Answers will vary.

Chapter 2

Exercise 1 (page 9)
1. When she was growing up, what did Stefanie learn? She learned to be happy with what she had.
2. What kind of work did she want to do? She wanted to find work where she could help protect the environment.
3. What does she like teaching? She likes teaching people how to reduce waste, and how to recycle.
4. What calls did she answer at the recycling hotline? At the hotline she answered calls about curbside recycling.
5. What is her job now? She is now the Assistant Public Outreach Coordinator, working for the San Francisco Recycling Program.
6. Why does she have information translated into Chinese and Spanish? In California, those are the two most common languages spoken in the home, after English.
7. Why does she talk to people from different cultures? to find out what they think about protecting the environment
8. What is important in the Latino community? Family is very important.

Exercise 2 (page 10)
1. She grew up close to ~~factories~~ (nature) and had many ~~toys~~ (pets).
2. In her family they didn't ~~keep~~ (throw away) things that they could ~~sell~~ (use) again.
3. Stefanie moved to ~~Colorado~~ (California) from ~~Georgia~~ (Germany) in the summer of 1997.
4. She wanted to find ~~waste~~ (work) where she could help ~~propose~~ (protect) the environment.
5. Everybody ~~sells~~ (buys) things and throws away garbage, no matter what their ~~incline~~ (income) or ~~corporal~~ (cultural) background is.

6. At the ~~hothouse~~ (hotline), she answered calls about ~~bedside~~ (curbside) recycling.
7. She has some ~~invitations~~ (information) translated into ~~Finnish~~ (Spanish) and ~~Vietnamese~~ (Chinese).
8. She hopes that more ~~New Zealanders~~ (newcomers) will look for jobs that help the ~~element~~ (environment).

Exercise 3 (page 12) There can be more than one correct answer.
1. glass bottles and jars -- rinse out food
2. corrugated cardboard -- flatten or tear down
3. newspapers & inserts, boxboard, mixed paper and junk mail, magazines, catalogs and phone books -- put in a paper grocery bag
4. cans, glass bottle and jars --take off labels
5. plastic bottles, glass bottles and jars -- take off caps and lids
6. glass bottles and jars -- sort by color
7. corrugated cardboard -- no pizza boxes
8. cereal and other food boxes -- remove any bags from inside
9. newspaper -- must be clean and dry
10. plastic bottles, glass bottles -- rinse them clean

Chapter 3

Exercise 1 (page 15)
1. Where is Girma from? Ethiopia
2. When did he come to the US? 1984
3. What did he study in Minnesota? He studied environmental engineering (water and wastewater treatment).
4. Where did he get a summer job? He got a summer job at the Metropolitan Wastewater Treatment Plant.
5. What does he manage now? His job is to manage the treatment of all of the wastewater that runs in the sewer system.
6. What would he like immigrants to know? He would like immigrants to know what they can, and what they can not throw in the sewer or storm drains.
7. What happens to chemicals that go into storm drains? The water with the chemicals goes into our lakes and rivers.
8. What does the wastewater treatment plant do with the dirty water? The treatment plant removes the waste and puts the clean water into the river.

Exercise 2 (page 16)
1. Girma left ~~Egypt~~ (Ethiopia) to study engineering in the ~~European~~ (Soviet) Union.
2. Because of his political ~~accidents~~ (activities) he could not go back to his ~~job~~ (country).
3. At the University of ~~Wisconsin~~ (Minnesota) he studied ~~continental~~ (environmental) engineering.
4. He got a ~~winter~~ (summer) job at the Metropolitan ~~Clearwater~~ (Wastewater) Treatment Plant.
5. His job is to ~~matter~~ (manage) the treatment of all of the wastewater that runs in the ~~shower~~ (sewer) system.
6. "We would like immigrants to know what they can, and what they can not ~~spend~~ (throw) in the ~~shop~~ (sewer) or ~~shopping mall~~ (storm drains)."
7. Anything that you pour into a storm drain pollutes our ~~yards and garden~~ (lakes and rivers), where you want to ~~plant~~ (fish).
8. Some ~~vegetables~~ (chemicals) are difficult for the treatment plant to ~~repeat~~ (remove).

Exercise 3 (page 18)
1. Where should you wash your car? You should wash your car on the lawn.
2. Why should you wash it there? That will stop the soap, dirt, rust and water from running into the storm drain.
3. What should you do if you see some automotive fluid on the street or driveway? Soak up the fluid with a rag and throw the rag into the garbage.
4. If you don't do that, what will happen? It will flow into the storm drain and cause pollution in our lakes and river.
5. How will keeping your car well tuned save you money? You will use as much as 20% less gasoline.
6. How will keeping your car well tuned cause less air pollution? Because your car will run cleaner.
7. What should you check often? Check your tire pressure often.
8. How will keeping the correct amount of air in your tires save you money? You will use less gasoline.

Chapter 4

Exercise 1 (page 21)
1. Where did Laura grow up? Hong Kong
2. Why did she come to the US? She came to the United States to go to college.

3. What did she own in Iowa? She owned an interior design firm.
4. What problem did people have when new materials were put in buildings? These people were feeling sick.
5. What kind of health problems did new Sudanese families have? The Sudanese families had respiratory illnesses.
6. What was causing the problem? Mold and mildew can cause respiratory illnesses.
7. What did people take home to kill mold and mildew? Many families took home free chlorine bleach.
8. Why did they try to keep their homes warm and humid? "They tried to make their homes as warm and humid as in Africa."

Exercise 2 (page 22)
1. Laura grew up in ~~Taiwan~~ (Hong Kong), and came to the United States to go to ~~work~~ (college).
2. She settled in ~~Ohio~~ (Iowa), where she owned an ~~exterior sign~~ (interior design) company.
3. Many people ~~connected~~ (complained) after the new materials were put in, that they were feeling ~~happy~~ (sick).
4. She went to work in the ~~outdoor~~ (indoor) air ~~quantity~~ (quality) office.
5. Public ~~school~~ (health) nurses noticed the Sudanese children had ~~category~~ (respiratory) illnesses.
6. ~~Cold~~ (Mold) and mildew were the reasons these children got ~~angry~~ (sick).
7. It is important to wash ~~cold~~ (mold) and ~~nephew~~ (mildew) with chlorine bleach, to kill it.
8. They tried to make their homes as ~~cool~~ (warm) and humid as in ~~Asia~~ (Africa).

Exercise 3 (page 23)
1. What do exhaust fans help remove? the moisture in your home
2. What are black spots on bathroom walls? Those spots are mold and mildew.
3. What can you mix with water to kill mold and mildew? chlorine bleach and TSP
4. What else can you do to keep your family healthy? Clean often, vacuum and use exhaust fans.

Exercise 4 (page 24)
1. Where can you find these safe cleaning products? You can find all of them in your local supermarket.
2. Why are they safer for you and your family? They won't pollute the air in your home.
3. Are they cheaper or more expensive then other cleaning products? They usually cost less than other cleaning products.
4. What can you use to get your clothes whiter? Add Borax to detergent when washing clothes.
5. What can you use to wash windows? Use a spray bottle with water and one tablespoon white vinegar.

Chapter 5

Exercise 1 (page 27)
1. When did Niccu move back to Minnesota? 1986
2. What did she decide to study? public health, and family health education
3. Where did she want to work? She wanted to work in a poor country.
4. Why did she stay in Minnesota? She stayed in Minnesota, to work with people coming here from other countries.
5. Who did she ask for help? She asked for help from 40 different ethnic leaders.
6. What is one of the biggest causes of cancer? Smoking tobacco is one of the biggest causes of cancer.
7. Who does she worry about? Niccu especially worries about teenagers who are living in two worlds.
8. What do they do that's not healthy? smoking

Exercise 2 (page 28)
1. Niccu moved back to ~~Ohio~~ (Minnesota) in ~~1976~~ (1986).
2. She was interested in ~~wealth~~ (health) education and went back to ~~work~~ (school).
3. She planned to work in a ~~rich~~ (poor) country and teach people about ~~truth~~ (health).
4. She stayed in ~~Montana~~ (Minnesota), to work with people coming here from other ~~states~~ (countries).
5. ~~Watching~~ (Writing) a ~~movie~~ (brochure) on breast cancer was their first project.
6. One group wanted ~~vacation~~ (information) on tobacco and ~~drinking~~ (smoking).
7. She worries about ~~tea-drinkers~~ (teenagers) who are ~~moving~~ (living) in two worlds.
8. Sometimes they do things that aren't ~~happy~~ (healthy), like ~~driving~~ (smoking).

Exercise 3 (page 29)
1. Secondhand smoke is the smoke C. that comes from a cigarette, pipe, or cigar.
2. The lungs of young children E. are hurt by secondhand smoke.
3. More than 40 of these chemicals D. can cause cancer.
4. Secondhand smoke is a B. serious health risk to children.
5. If you breathe secondhand smoke A. it is called passive smoking.

Exercise 4 (page 30)
Answers will vary.

Chapter 6

Exercise 1 (page 33)
1. What was Nigatu teaching in Ethiopia? He was teaching agriculture to adults.
2. Where did he study the science of farming? South Dakota State University
3. What does he teach new immigrants to do? He teaches new immigrants how to grow better crops, and to be more successful farmers.
4. What kind of people is the program looking for? people who want to farm for a business
5. How big is the average farm in this program? The average size of the farm is between 1 and 3 acres.
6. Why does the farm have to be small? So the farmer and his family will be able to take care of it.
7. How long can people stay in the New Immigrant Farm Program? for up to three years
8. What is important for farmers to learn about farm chemicals? They can be dangerous to people and bad for the environment.

Exercise 2 (page 34)
1. Nigatu was ~~both~~ (born) and raised in ~~Ecuador~~ (Ethiopia).
2. He graduated from South ~~Minnesota~~ (Dakota) State ~~Anniversary~~ (University).
3. The New Immigrant Farm Program is looking for ~~children~~ (adults) who want to farm as a ~~sport~~ (business).
4. The average size of the ~~yard~~ (farm) is between 1 and 3 ~~miles~~ (acres).
5. The farm size has to be ~~big~~ (small) enough so that the farmer and his ~~friends~~ (family) will be able to take care of it.
6. During the ~~rainy~~ (growing) season farmers are very ~~bored~~ (busy).
7. ~~Participles~~ (Participants) are able to stay in the New Immigrant Farm Program for up to three ~~months~~ (years).
8. Farm chemicals can be ~~good~~ (bad) for the ~~employment~~ (environment).

Exercise 3 (page 36)
1. If you are going to use a household chemical, read the label first to see if it is hazardous.
2. Be very careful when using all hazardous products.
3. When you are using a product, be very careful around children.
4. When you are finished, put the product away in a very safe place.
5. Keep cleaning products in high places, where children can't see them.
6. Buy the safest one that you can find.
7. Warning means that product is dangerous.
8. Caution means that product is a little dangerous.
9. Danger or Poison means that product is very dangerous.

Chapter 7

Exercise 1 (page 39)
1. When did Vuthy Pril become a conservation officer? on October 25th, 1999
2. How much could they fish in Cambodia? as much as they wanted
3. Why did everything change in 1975? The communists overthrew the government.
4. When did Vuthy's family arrive in Minnesota? 1983
5. What are Conservation Officers sometimes called? hunting and fishing police
6. What does Vuthy tell newcomers to do? "Study hard to learn English, and to learn how things are done in this country."
7. Why is it different back home in Cambodia? People are hungry.
8. Why do they enforce the hunting and fishing laws in Minnesota? So everyone, including our children, will have a chance to catch fish and hunt animals.

Exercise 2 (page 40)
1. In 1999, Vuthy Pril became ~~Wisconsin's~~ (Minnesota's) first Southeast Asian ~~Conversation~~ (Conservation) Officer.
2. He will help newcomers learn about the ~~invitations~~ (regulations) for fishing and ~~swimming~~ (hunting) in Minnesota.
3. "We ~~danced~~ (fished) as much as we wanted, we ~~sang~~ (hunted) as much as we wanted, nobody told us what to do."
4. Everything changed in ~~1995~~ (1975), when the ~~colonists~~ (communists) overthrew the government.
5. These ~~offers~~ (officers) are sometimes called the "hunting or fishing ~~place~~ (police)."
6. They teach people how to use outdoor areas ~~slowly~~ (safely), and how to ~~drive~~ (hunt) and fish legally in Minnesota.
7. He tells newcomers, "Study hard to learn ~~Spanish~~ (English), and to learn how things are ~~made~~ (done) in this country."
8. We have to enforce the ~~views~~ (laws), so our children will have a chance to catch ~~cold~~ (fish) and hunt animals in Minnesota.

Exercise 3 (page 42)

1. What are hunting and fishing laws called? These are called "game" laws.
2. What are the three goals for these laws?
    1. To protect wildlife and fish
    2. To keep hunting and fishing fair for everyone
    3. To keep people safe when they hunt or fish
3. What do you need to buy before you go hunting or fishing? a license
4. What do we call the time when it's legal to hunt or fish? the season
5. Are the laws the same for all animals? No. Almost every fish and animal has a different set of laws.
6. What can happen if you break these laws? You can be fined. You may also lose your fishing and hunting equipment.

Chapter 8

Exercise 1 (page 45)

1. Where did Pooh and his family live? in a village named Thin Phia.
2. When did he come to Minnesota? September of 1980.
3. Where did he get his degree? at the University of Wisconsin
4. What did he study? Soil Science
5. Who does he work with? farmers, and other land users
6. How did some families clear land for farming in Laos? by cutting down big trees on the hillside
7. What did this type of farming destroy? forests and the places where wildlife lives
8. Why do Minnesota farmers use conservation practices on hillsides? to stop soil from eroding

Exercise 2 (page 46)

1. Phoukham Vongkhamdy was born in ~~Cambodia~~ (Laos), but left his country when he was ~~21~~ (16).
2. Pooh studied at the University of ~~Minnesota~~ (Wisconsin), and he received a degree in ~~computer~~ (soil) science.
3. Now he's a Soil ~~Reservationist~~ (Conservationist) working with farmers, and other ~~lake~~ (land) users.
4. He also teaches ~~conversation~~ (conservation) to different ~~grounds~~ (groups).
5. Pooh grew up on a ~~friendly~~ (family) farm which grew ~~fish~~ (rice) and other crops to feed their family.
6. "We destroyed our forests and the places where ~~midlife~~ (wildlife) lives by using this kind of ~~shopping~~ (farming)."
7. When they farm on hillsides they use conservation ~~examples~~ (practices) on their fields to stop ~~trees~~ (soil) from eroding.
8. "Our land is needed for ~~swimming~~ (farming). Our rivers and lakes provide us with ~~facts~~ (fish)."

Exercise 3 (page 48)

1. Why is it good to leave grass clippings on the lawn? They are good for your grass.
2. What should you do with grass clippings on the sidewalk? Sweep them up.
3. What happens when grass clippings are left on the street? When it rains they will flow into the storm drain.
4. How far does water flow into the Mississippi River? Water flows from miles away.
5. What happens when the leaves decay in the river? They give off nutrients.
6. What do the nutrients do to animals and plants in the river? They hurt the animals and some of the plants in the river.
7. What can you do to help the Mississippi River? Pick up your leaves and compost them.

Chapter 9

Exercise 1 (page 51)

1. What was Khoi's job as a young man? He was in the Army of the Republic of South Vietnam.
2. What happened to him in 1975? He was persecuted by the new communist government.
3. When did he finally come to the US? 1992
4. What's his job now? He is the Coordinator of the Southeast Asian Environmental Education Program for the DNR.
5. What is the goal of the program? The goal is to get newcomers to visit the parks and learn park regulations, so that they will feel comfortable coming back to the parks on their own.
6. How does he bring groups of immigrants to the State Parks? by bus
7. What do Kou and other park workers teach? about the plants, wild life, and recreational activities available there
8. How does he think newcomers will benefit by going to state parks? to "enjoy the open air"

Exercise 2 (page 52)

1. Khoi Nguyen was in the ~~navy~~ (Army) of the Republic of South ~~Korea~~ (Vietnam) until 1975.
2. His citizenship was ~~given to~~ (taken from) him and he was not allowed to ~~study~~ (work).

3. Khoi tried to leave Vietnam ~~five~~ (three) times, and finally in 1992, he was ~~careful~~ (successful).
4. In the US, Khoi found a ~~school~~ (job) that lets him help his own ~~communication~~ (community).
5. The goal is to get newcomers to visit the ~~malls~~ (parks) and learn park ~~complications~~ (regulations).
6. He and other park workers teach ~~continental~~ (environmental) education, and also how to ~~display~~ (obey) the laws.
7. Khoi feels that all newcomers will ~~believe~~ (benefit) by going to the state parks to "~~expand~~ (enjoy) the open air."
8. Minnesota state parks offer a great place to ~~enjoy~~ (escape) the noise and ~~quiet~~ (busy) streets of the city.

Exercise 3 (page 54)
1. Which park is in the far northwest corner of the state? Lake Bronson
2. Which park is in the far southwest corner of the state? Blue Mounds
3. Which park is in the far southeast corner of the state? Beaver Creek Valley
4. Which park is in the far northeast corner of the state? Grand Portage
5. Which parks are in the Twin Cities Metro Area? Lake Maria, William O'Brien, Fort Snelling, Afton, Minnesota Valley Recreation Area
6. Which park is just north of William O'Brien State Park? Interstate
7. Which park is just south of Fort Snelling State Park? Nerstrand Big Woods

Chapter 10

Exercise 1 (page 57)
1. What do many immigrants enjoy doing? fishing
2. What do you need to understand to fish in Minnesota? the rules
3. What is Vuthy Pril's job? His job is to teach people about the rules and regulations for fishing, and to enforce fishing regulations.
4. How many immigrants from Cambodia fish? almost everyone
5. What other immigrants does Vuthy see fishing? Vietnamese and Hmong
6. What does Khoi Nguyen teach immigrants to do? use state parks
7. Why do people fish in Vietnam? for food to live
8. What are new ideas to these immigrants? fishing rules and regulations

Exercise 2 (page 58)
1. You don't need to know a lot of ~~energy~~ (English) to fish, but you need to understand the ~~poles~~ (rules).
2. Vuthy said, "In the ~~Canadian~~ (Cambodian) Community almost everybody ~~wishes~~ (fishes)."
3. They come from a ~~company~~ (country) where fishing is a ~~dirty~~ (daily) activity.
4. He said, "They want to catch as ~~few~~ (many) fish as they can, either to ~~tell~~ (sell) them or ~~meet~~ (eat) them."
5. "In Vietnam people ~~swim~~ (fish) for food to live, not for a ~~name~~ (game)."
6. Newcomers don't understand why they have to limit their ~~swimming~~ (catch) to a certain ~~place~~ (amount) when they have a big family.
7. He said, "They don't understand why fish should be ~~sent~~ (thrown) back in the ~~refrigerator~~ (river) and why they are allowed to fish only during the ~~session~~ (season)."
8. Both Vuthy and Khoi agree, that with ~~conversation~~ (education), newcomers will learn the ~~languages~~ (rules) and understand why they need to ~~explain~~ (follow) them.

Exercise 3 (page 59)
Answers will vary.

Questions or comments?

Please let us know how useful this book is as an educational tool. Contact:

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Newcomers and the Environment

Intermediate Level ESL Textbook

Key Vocabulary Words translated into
Bosnian * Spanish
Somali * Russian
Hmong * Vietnamese

By Charles and Pamela LaRue

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Phoukham (Pooh) Vongkhamdy
Khoi Nguyen

We hope their experiences will encourage our readers to make a positive impact on the environment, and inspire some to enter the fields of environmental education and protection.

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About the Glossary

This book contains a glossary beginning on page 61, with vocabulary words translated into Bosnian, Hmong, Russian, Somali, Spanish and Vietnamese, plus English definitions. The vocabulary words are underlined, and appear throughout the book. When you see an underlined word, go to the glossary to find out what the word means. In some of the exercises the vocabulary words are not underlined.

Ova knjiga sadrži glosar na strani 61 sa riječima na srpskohrvatskom jeziku. Te su riječi podvučene u tekstu. Kad naidjete na podvučenu riječ, možete je potražiti u glosaru da pronadjete njeno značenje. Pojedina vježbanja sadrže riječi koje nisu podvučene.

Phau ntawv no muaj ib daim phiaj txhais lus uas pib rau ntawm phab 61, thiab uas muaj lus txhais ua lus Hmoob. Nyob hauv phau ntawv no cov lus uas yuav cim tseg no muaj ib txoj kab khij hauv qab thiab cov lus no nyob thoob plaws phau ntawv no. Thaum koj pom ib lo lus uas muaj ib txoj kab khij hauv qab cia li nrhiav rau ntawm daim phiaj txhais lus saib lo lus ntawd txhais li cas. Nyob rau tej zag lus qhia, cov lus yuav cim tseg tsis muaj kab khij hauv qab.

Эта книга снабжена словарем, который начинается на странице 61, и в котором дан перевод на русский язык. Слова, включенные в словарь, подчеркнуты в тексте книги. Русский перевод любого подчеркнутого слова можно найти в словаре. В некоторых упражнениях слова, включенные в словарь, не подчеркнуты.

Buugani waxa ku yaala eray-bixin ka bilaabmaysa bogga 61, oo ka kooban erayo loo tarjumay af Soomaali. Erayada ku jira eray-bixinta hoosta ayaa laga xariiqay, waxana ay ku jiraan meelo kala-duwan oo buugga ah. Marka ad aragtid eray hoos la xariiqay, tag qaybta eray-bixinta si ad u ogaatid macnihiisa. Layliyada qaarkood erayada eray-bixinta hoos lagama xariiqin.

Este libro contiene un glosario que inicia en la página 61, con palabras de vocabulario traducidas al español. Las palabras del vocabulario están subrayadas y aparecen a lo largo del libro. Cuando usted vea un palabra subrayada, consulte el glosario para encontrar el significado de la palabra. En algunos de los ejercicios las palabras del vocabulario no están subrayadas.

Tập sách này có bảng chú giải ở trang 61, với nhiều từ ngữ được dịch sang tiếng Việt. Những từ này được gạch dưới, và xuất hiện rải rác trong toàn tập sách. Khi quý vị thấy từ nào được gạch dưới, lật đến trang chú giải để thấy nghĩa của nó. Trong một số bài tập, những ngữ vựng này sẽ không được gạch dưới.

Chapter 1

Kou Xiong

Hmong Liaison and Wastewater Specialist with the Wisconsin Department of Natural Resources (DNR)

Kou grew up in Laos. In 1972, when Kou was 16 years old he was in the Laotian Army. They were helping the United States fight North Vietnam. The United States CIA pulled their soldiers out of Laos in 1975. After that it was no longer safe for Kou to remain in Laos. He escaped to Thailand, where he married in the refugee camp. He and his wife then came to the US. Later they moved to Eau Claire, Wisconsin. That was in 1980. Now, Kou and his wife have 4 sons and 3 daughters.

Kou lived in the United States for many years before he became interested in environmental education. The Laotian government didn't have any programs that taught ways to reuse products or reduce waste. "Our nation lived without recycling programs, and people didn't worry about pollution," said Kou. These ideas were new to him.

The Recycling Program in Eau Claire hired Kou in 1996. That was his first job in environmental protection. Now Kou is working with the Wisconsin Department of Natural Resources (DNR). He works throughout the state of Wisconsin as a Hmong liaison.

The DNR trained Kou to help the Southeast Asian community. He teaches them how to compost their garbage. Fruits, vegetables, egg shells, paper, and food that has no fat or salt on it can be composted. Grass, leaves and all green plant materials can also be composted into a fertile soil for good gardens.

Kou is learning new things every day. He wants all people to compost their yard waste. He gets good fertile soil from the composted food and yard waste in his compost pile. He puts this soil on his garden to help his plants grow. Composting has reduced their garbage and saved them some money.

Before they began their recycling program, Kou and his family threw away three bags of garbage each week. Reusing and recycling have helped them reduce most of their garbage. They only throw away things that can't be composted, recycled, or reused. Now his family has only one bag of garbage to throw away each week.

Kou is happy to help people understand how to compost and recycle.

To learn more about composting or to talk with Kou, contact:

Minnesota Office of Environmental Assistance
Education Clearinghouse
520 Lafayette Road North, 2nd Floor
St. Paul, MN 55155-4100

Phone: 651-215-0232 or
1-800-877-6300
web site: www.moea.state.mn.us

Kou Xiong
Hmong Liaison and Wastewater Specialist
State of Wisconsin
Department of Natural Resources
1300 West Clairemont Avenue
P.O. Box 4001
Eau Claire, WI 54702

Phone: 715-839-1638
E-Mail: xiongk@dnr.state.wi.us

Exercise 1

Reading Comprehension Questions

Write answers to the following questions.

1. Where is Kou from?

2. When did the US soldiers leave Laos?

3. Why did Kou leave Laos?

4. When did he get an environmental job?

5. What does Kou teach people to do?

6. What does he do with the soil from his compost pile?

7. How many bags of garbage did his family throw away each week, before they started to recycle?

8. How many bags do they throw away now?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Kou was serving in the ~~American~~ Army when he was ~~11~~ years old.

2. Kou and his wife moved to ~~Minnesota~~ in ~~1970~~.

3. Kou lived in ~~Canada~~ for many years before he became interested in ~~temperamental~~ education.

4. The ~~Refusing~~ Program in Eau Claire hired Kou in ~~1976~~.

5. The DNR trained Kou to help the ~~Northwest~~ ~~African~~ community.

6. Kou wants all people to ~~confuse~~ their ~~tooth paste~~.

7. He gets good fertile ~~soap~~ from the ~~confused~~ food and yard waste.

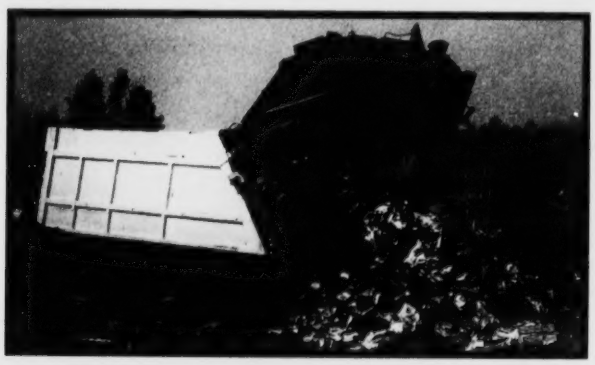
8. Now his family has only one ~~pack~~ of ~~luggage~~ to throw away each week.

Exercise 3

Why <u>reduce</u>? Why <u>reuse</u>? Why <u>recycle</u>?
Write answers the following questions.

Garbage truck

What happens to garbage after we throw it away?



<u>Landfill</u>

<u>Waste-to-Energy Facility</u>

Why are reducing and reusing good ideas?

Exercise 4

Partner Exercises

Ask another student the following questions, and write down their answers.

1. Where are you from?

2. Did you recycle in your country?

3. What did you recycle?

4. Did you reuse things in your country?

5. What did you reuse?

6. Is there more or less pollution in your country than there is here?

7. Why?

Chapter 2

Stefanie Pruegel

Assistant Public Outreach Coordinator
with the San Francisco Recycling Program

Stefanie grew up near Munich, Germany, where she lived close to nature. There were fields around her house and she had many pets. Her family lived a simple life. They didn't throw away things that they could use again. She learned to be happy with what she had.

Stefanie moved to California in the summer of 1997. She wanted to find work where she could help protect the environment in the United States.

"I like teaching people how to reduce waste, and how to recycle, because everybody can relate to it," said Stefanie. "Everybody buys things and throws away garbage, no matter what their income or cultural background is. Success in recycling is easy to measure."

She found a program that needed help with their recycling hotline. For six months she volunteered one day a week, without pay, at the recycling hotline. At the hotline she answered calls about curbside recycling. She also answered questions about all kinds of things people wanted to reuse or recycle.

She is now the Assistant Public Outreach Coordinator, working for the San Francisco Recycling Program. Her job is to explain all of the recycling programs as clearly as possible, and encourage people to recycle. She has some information translated into Spanish and Chinese. In California, those are the two most common languages spoken in the home, after English. She says, "We must do more than just translate a message word by word. It has to be culturally sensitive."

Stefanie talks to people from different cultures to find out what they think about protecting the environment. "I have learned that groups with different cultural backgrounds have different reasons to protect the environment. For example, in the Latino community, family is very important, so they are very interested if I connect recycling with their children's future."

"I hope that more newcomers will look for jobs that help the environment. They can act as a liaison to their immigrant community. Everybody would benefit," said Stefanie.

To learn more about recycling contact:

Your local city hall, and ask about curbside recycling.

Minnesota Office of Environmental Assistance
Education Clearinghouse
520 Lafayette Road North, 2nd Floor
St. Paul, MN 55155-4100

Phone: 651-215-0232 or
1-800-877-6300
web site: www.moea.state.mn.us

Stefanie Pruegel's email: s_pruegel@yahoo.com

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When she was growing up, what did Stefanie learn?

_____

2. What kind of work did she want to do?

_____

3. What does she like teaching?

_____

4. What calls did she answer at the recycling hotline?

_____

5. What is her job now?

_____

6. Why does she have information translated into Chinese and Spanish?

_____

7. Why does she talk to people from different cultures?

_____

8. What is important in the Latino community?

_____

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. She grew up close to ~~factories~~ and had many ~~toys~~.

2. In her family they didn't ~~keep~~ things that they could ~~sell~~ again.

3. Stefanie moved to ~~Colorado~~ from ~~Georgia~~ in the summer of 1997.

4. She wanted to find ~~waste~~ where she could help ~~propose~~ the environment.

5. Everybody ~~sells~~ things and throws away garbage, no matter what their ~~incline~~ or ~~corporal~~ background is.

6. At the ~~hothouse~~, she answered calls about ~~bedside~~ recycling.

7. She has some ~~invitations~~ translated into ~~Finnish~~ and ~~Vietnamese~~.

8. She hopes that more ~~New Zealanders~~ will look for jobs that help the ~~element~~.

WHAT YOU CAN RECYCLE	HOW TO RECYCLE IT
A. cans	rinse them clean take off paper labels
B. corrugated cardboard	it must be clean remove staples flatten or tear down can not recycle pizza or pop boxes can not recycle plastic coated cardboard
C. glass bottles and jars	rinse out food take off caps and lids remove foil labels you may have to sort by color: clear, brown or green glass
D. newspapers & inserts	must be clean and dry put them in a paper grocery bag or recycling bin
E. plastic bottles- from pop, milk, juice, or water	rinse them clean take off caps or lids
F. other plastic bottles	rinse them clean take off caps or lids
G aluminum foil or trays	rinse off food
H. boxboard- cereal and other food boxes	remove any bags from inside flatten and put them in a paper grocery bag
I. mixed paper and junk mail - typing and computer paper, and all the paper and envelopes that come in the mail	put them in a paper grocery bag
J. magazines, catalogs and phone books	put them in a paper grocery bag

Exercise 3

Read the table on the previous page

Write down the name of what to recycle next to the phrase of how to recycle it.
There can be more than one correct answer.

Example: glass bottles and plastic bottles — Take off caps and lids

1. _____ — Rinse out food
2. _____ — Flatten or tear down
3. _____ — Put in a paper grocery bag
4. _____ — Take off labels
5. _____ — Take off caps and lids
6. _____ — Sort by color
7. _____ — No pizza boxes
8. _____ — Remove any bags from inside
9. _____ — Must be clean and dry
10. _____ — Rinse them clean

Chapter 3

Girma Yismaw

Liquids Business Unit Manager
with the Metropolitan Council of Environmental Services

As a young man, Girma left Ethiopia to study engineering in the Soviet Union. There he became involved in some political activities against the government of his home country. Because of these activities, he couldn't go back to Ethiopia or he would have been persecuted.

He traveled to West Germany, and applied to live as a refugee in Germany and in the US. "I was accepted by both countries at the same time. I had to make a choice. I chose to come to the United States. This was in 1984," explains Girma.

Girma already had a degree in engineering and was fairly fluent in English. He didn't know how that would help him get a job here, so he decided to study at the University of Minnesota. He studied environmental engineering (water and wastewater treatment). While he was going to school, he got a summer job at the Metropolitan Wastewater Treatment Plant.

In 1987 there was a full time job opening. He applied and got a job working for the Metro Plant of the Metropolitan Council of Environmental Services. Now Girma is the Liquids Business Unit Manager. His job is to manage the treatment of all of the wastewater that runs in the sewer system.

"We would like immigrants to know what they can, and what they can not throw in the sewer or storm drains," said Girma. The drains that you see in streets and parking lots are called storm drains. It's bad to pour chemicals, like oil into the storm drain. The water with the chemicals goes into our lakes and rivers. It does not go through a wastewater treatment plant, like the one where Girma works. This water is not treated or cleaned. "So, anything that you pour into a storm drain pollutes our lakes and rivers, where you want to fish. Do you want that? I think you don't."

Water from your kitchen sink, and bathroom sinks and toilets goes into the sewer. From the sewer, the dirty water goes into the treatment plant. This is where Girma works. The treatment plant removes the waste and puts the clean water into the river. Some chemicals are difficult for the treatment plant to remove. Be careful what you throw into the sewer.

Girma said, "Rivers and lakes take a long long time to clean themselves. But you can help protect the lakes and rivers without leaving your home. We want to leave a cleaner environment for the future and for our children."

To tour the Metro Wastewater Treatment Plant, or to speak with Girma, contact:

Girma Yismaw
Liquids Business Unit Manager, P.E.
2400 Childs Road
St. Paul, MN 551066-1626

Phone: 651-602-8809
E-mail: girma.yismaw@metc.state.mn.us

To learn more about how to recycle or how to correctly throw away wastes, contact:

Your county solid waste office to get more information.

Minnesota Pollution Control Agency

Phone: 651-296-6300 or 1-800-657-3864
Web site: www.pca.state.mn.us

Minnesota Office of Environmental Assistance
520 Lafayette Road North
St. Paul, MN 55155-4100

Phone: 651-296-3417 or 1-800-657-3843

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. Where is Girma from?

2. When did he come to the US?

3. What did he study in Minnesota?

4. Where did he get a summer job?

5. What does he manage now?

6. What would he like immigrants to know?

7. What happens to chemicals that go into storm drains?

8. What does the wastewater treatment plant do with the dirty water?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Girma left ~~Egypt~~ to study engineering in the ~~European~~ Union.

2. Because of his political ~~accidents~~ he could not go back to his ~~job~~.

3. At the University of ~~Wisconsin~~ he studied ~~continental~~ engineering.

4. He got a ~~winter~~ job at the Metropolitan ~~Clearwater~~ Treatment Plant.

5. His job is to ~~matter~~ the treatment of all of the wastewater that runs in the ~~shower~~ system.

6. "We would like immigrants to know what they can, and what they can not ~~spend~~ in the ~~shop~~ or ~~shopping~~ ~~mall~~."

7. Anything that you pour into a storm drain pollutes our ~~yards and garden~~, where you want to ~~plant~~.

8. Some ~~vegetables~~ are difficult for the treatment plant to ~~repeat~~.

Tips from Girma on taking good care of your automobile, and not polluting:

Wash your car on the lawn, instead of in the street or on the driveway. That will stop the soap, dirt, rust and water from running into the storm drain, and polluting the lakes and rivers. You will help to keep the environment clean. Plus, the water will be good for your lawn.

Automotive fluid leaks, like oil or antifreeze, that flow into the storm drain cause pollution in our lakes and rivers. If you see some automotive fluid on your street or driveway, soak up the fluid with a rag and throw the rag into the garbage. Help to keep the environment clean. Repair all leaks quickly.

Keep your car well tuned. You will use as much as 20% less gasoline. This will save you money when filling your gas tank. You will also cause less air pollution, because your car will run cleaner. If you use less gas, you will be helping to lower air pollution.

Check your tire pressure often. Make sure to keep the correct amount of air in your tires. For every pound of air that your tires are below the correct amount, you use 1% more gasoline than normal. This makes your car more expensive to run. It also adds more pollution to the air. Help save the environment by keeping the correct amount of air in your tires.

Exercise 3

Reading Comprehension

Write answers to the following questions.

1. Where should you wash your car?

2. Why should you wash it there?

3. What should you do if you see some automotive fluid on the street or driveway?

4. If you don't do that, what will happen?

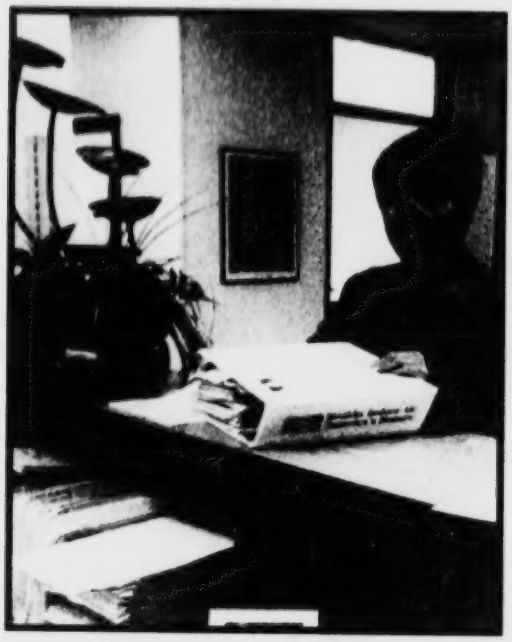
5. How will keeping your car well tuned save you money?

6. How will keeping your car well tuned cause less air pollution?

7. What should you check often?

8. How will keeping the correct amount of air in your tires save you money?

Chapter 4



Laura Au-Yeung

Indoor Air Quality Educator
with the University of MN Extension Service

Laura grew up in Hong Kong, China. She came to the United States to go to college. She graduated from college with two degrees, and decided to stay in the US.

Later, Laura settled in Iowa where she owned an interior design firm. She designed offices in large buildings. New flooring, carpeting, furniture, and paint were put in these buildings. Many people complained after the new materials were put in. These people were feeling sick.

After that happened, Laura made a big change in her life. She says, "I went back to school to study how chemicals in building materials can make people sick. I came here and got a job with the University of Minnesota, and went to work in the indoor air quality office." After that she took the job as an Indoor Air Quality Educator with the University of MN Extension Service.

Her first job was to help Sudanese immigrants. Public health nurses noticed that the Sudanese families had many visits to the clinic with their children, for respiratory illnesses. They also noticed moisture problems in the homes of these families. Too much moisture in the home causes mold and mildew. Mold and mildew can cause respiratory illnesses. Mold and mildew were the reasons these children got sick so many times.

It was Laura's job to work with the Sudanese community, and help them learn how to keep their house healthy. Laura taught a class to the Sudanese immigrants. The group learned how they could stop mold and mildew from growing in their homes. They learned to wash mold and mildew with chlorine bleach, to kill it. Many families took home free chlorine bleach after the class.

The climate change was a big problem for the Sudanese, who came to Minnesota from a very warm climate. Laura explained, "They tried to make their homes as warm and humid as in Africa." They wanted to be comfortable, so their houses were closed up. They didn't use exhaust fans, and kept all the windows closed. This kept the warm humid air in their homes. But, that damaged their apartments and homes, and it was not healthy for them.

Laura has also helped the Hmong and Somali communities. She teaches many classes to help immigrants learn how to keep their homes healthy.

To learn more about mold and mildew, how to your home healthy, or to speak with Laura, contact:

Laura Au-Yeung
Extension Educator
University of Minnesota Extension Service
1525 Glenwood Avenue North
Minneapolis, MN 55405-1264

Phone: 612-374-8400

University of Minnesota Extension Service
1525 Glenwood Avenue North
Minneapolis, MN 55405-1264

Phone: 612-374-8400
Web site: www.extension.umn.edu
Look for "Health Issues in the Home," and "Moisture Problems"

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. Where did Laura grow up?

2. Why did she come to the US?

3. What did she own in Iowa?

4. What problem did people have when new materials were put in buildings?

5. What kind of health problems did new Sudanese families have?

6. What was causing the problem?

7. What did people take home to kill mold and mildew?

8. Why did they try to keep their homes warm and humid?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Laura grew up in ~~Taiwan~~, and came to United States to go to ~~work~~.

2. She settled in ~~Ohio~~, where she owned an ~~exterior~~ ~~sign~~ company.

3. Many people ~~connected~~ after the new materials were put in, that they were feeling ~~happy~~.

4. She went to work in the ~~outdoor~~ air ~~quantity~~ office.

5. Public ~~school~~ nurses noticed the Sudanese children had ~~category~~ illnesses.

6. ~~Cold~~ and mildew were the reasons these children got ~~angry~~.

7. It is important to wash ~~cold~~ and ~~nephew~~ with chlorine bleach, to kill it.

8. They tried to make their homes as ~~cool~~ and humid as in ~~Asia~~.

Keep your home healthy

Use exhaust fans to help remove the moisture in your home. Exhaust fans also reduce the air pollution in your home. This is very important to keep your family healthy.

You may see small black spots on bathroom walls, around windows, and other places that get wet. Those spots are mold and mildew. The University of Minnesota Extension Service recommends that you wash these spots with chlorine bleach to kill the mold and mildew.

Put three-fourths cup chlorine bleach, and one cup tri-sodium phosphate (TSP) in one gallon of water. Cover your nose and mouth when you wash mold and mildew, so that you do not breathe it in. This will kill the mold and mildew. It will stop it from growing for a while.

Keep your house clean. There are many things in your home that can cause allergies, and make people sick. They can also cause asthma, or make it worse. Clean often, vacuum, and use exhaust fans. You will reduce dust mites, cockroaches, mold and mildew. This will help your family stay healthy.

Exercise 3

Reading Comprehension Questions

Write answers to the following questions.

1. What do exhaust fans help remove?

_____

2. What are black spots on bathroom walls?

_____

3. What can you mix with water to kill mold and mildew?

_____

4. What else can you do to keep your family healthy?

_____

Look for cleaning products that are safe to use.

There are many products that are very safe to use. You can clean almost anything with one of these five safe products: **vinegar, baking soda, washing soda, Borax and lemon juice**

You can find all of them in your local supermarket. They usually cost less than other cleaning products, so you will save money. They won't pollute the air in your home, so they will be safer for you and your family. By using these products, you will also be saving the environment.

Following are examples of how to use these products. For other cleaning ideas read the product package.

Add **Borax** to detergent when washing clothes, to get clothes whiter.
Add **washing soda** to detergent when washing clothes, to get out stains and odors.
Use one cup of **vinegar** in two gallons of water, to clean your floors.
Use a spray bottle with water and 1 tablespoon white **vinegar** to wash windows.
Mix 1/4 cup **baking soda**, 1/2 cup white **vinegar** and warm water to clean tubs and tile.

Exercise 4

Reading Comprehension

Write answers to the following questions.

1. Where can you find these safe cleaning products?

2. Why are they safer for you and your family?

3. Are they cheaper or more expensive then other cleaning products?

4. What can you use to get your clothes whiter?

5. What can you use to wash windows?

Chapter 5

Zahra Niccu Tafarrodi

Multicultural Chair
with the American Cancer Society

Niccu was born and raised in Iran. She first came to the United States in 1975. She went to college in Minnesota. When she graduated, she returned to Iran where she was a teacher at a college. She moved back to Minnesota in 1986.

Niccu decided to change her career. She was interested in health education, and went back to college to get degrees in public health, and in family health education. She did not plan to stay in the United States. She wanted to work in a poor country, and to teach people about health.

Her plans changed. She heard about a new project with the American Cancer Society. She stayed in Minnesota, to work with people coming here from other countries. She taught newcomers about health education. It was exactly what she wanted to do.

Her job was to develop a program for multicultural cancer education. She asked for help from 40 different ethnic leaders. Writing a brochure on breast cancer was their first project. They chose breast health, because breast cancer is very high among almost all ethnic groups. They wrote the brochure and had it translated into 46 languages.

People also told Niccu what health information they wanted to learn. For example, one group wanted information on tobacco and smoking.

Smoking tobacco is one of the biggest causes of cancer. Chemicals in cigarettes hurt your lungs and pollute the air. If someone is smoking in the house, they are polluting the air in the house. Everyone who lives in that house is at a bigger risk of getting cancer.

Niccu especially worries about teenagers who are living in two worlds. One world is their parents world. The other is the world of school in America. They want to be Americans, but they also need to please their parents. Sometimes they do things that aren't healthy, like smoking.

Niccu had a brochure written on how smoking gives you a bigger risk of getting cancer. The smoking brochure was translated into 5 different languages. Niccu hopes this will give immigrants the information they need to make the right choice about smoking.

To learn more about cancer, tobacco and smoking, or to speak with Niccu, contact:

Zahra Niccu Tafarrodi
American Cancer Society
1096 Raymond Avenue
St. Paul, MN 55108

Phone: 651-644-1224
Web site: www.cancer.org

American Cancer Society
Minnesota Council
3316 W 66th Street
Minneapolis, MN 55435

Phone: 612-925-2772

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When did Niccu move back to Minnesota?

_____

2. What did she decide to study?

_____

3. Where did she want to work?

_____

4. Why did she stay in Minnesota?

_____

5. Who did she ask for help?

_____

6. What is one of the biggest causes of cancer?

_____

7. Who does she worry about?

_____

8. What do they do that's not healthy?

_____

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Niccu moved back to ~~Ohio~~ in ~~1976~~.

2. She was interested in ~~wealth~~ education and went back to ~~work~~.

3. She planned to work in a ~~rich~~ country and teach people about ~~truth~~.

4. She stayed in ~~Montana~~, to work with people coming here from other ~~states~~.

5. ~~Watching~~ a ~~movie~~ on breast cancer was their first project.

6. One group wanted ~~vacation~~ on tobacco and ~~drinking~~.

7. She worries about ~~tea~~ ~~drinkers~~ who are ~~moving~~ in two worlds.

8. Sometimes they do things that aren't ~~happy,~~ like ~~driving~~.

What is secondhand smoke?

Secondhand smoke is the smoke that comes from a cigarette, pipe, or cigar. It is also smoke that comes from the lungs of smokers. This smoke contains more than 4,000 chemicals. More than 40 of these chemicals can cause cancer. Many of these chemicals can hurt your lungs. If you breathe secondhand smoke, it is called passive smoking.

Secondhand smoke is a serious heath risk to children.

The lungs of young children are hurt by secondhand smoke. If parents smoke, children have a bigger risk of getting respiratory illnesses. They can have problems breathing, and other problems, like coughing. Secondhand smoke can cause too much fluid in the ear. That is the most common reason that children go to the hospital. Secondhand smoke is very bad for children who have asthma, and they can get sick more often if anyone smokes in their house.

Exercise 3

Matching Exercise

Draw a line to connect the first part of the sentence with the second part.

1. Secondhand smoke is the smoke	A. it is called passive smoking.
2. The lungs of young children	B. serious health risk to children.
3. More than 40 of these chemicals	C. that comes from a cigarette, pipe, or cigar.
4. Secondhand smoke is a	D. can cause cancer.
5. If you breathe secondhand smoke	E. are hurt by secondhand smoke.

Exercise 4

Smoking Questions

Ask another student the following questions, and write down their answers.

1. Do more or less people smoke in your native country, than in the US?

2. Are cigarettes more or less expensive there than in the US?

3. Do women smoke there?

4. Are there non-smoking areas there?

5. If yes, where?

6. Can children buy cigarettes in your country?

7. If no, at what age can people buy cigarettes?

8. Do you think smoking is a health problem in your country?

Chapter 6

Nigatu Tadesse

Extension Educator and Assistant Professor
with the University of Minnesota New Immigrant Farm Program

Nigatu was born and raised in Ethiopia. After he finished college, he worked for the Extension Service, teaching agriculture to adults. He was a crop improvement researcher in Ethiopia.

Nigatu came to the US to go to South Dakota State University. He graduated with doctorate degrees in Agronomy (the science of farming). In 1998, Nigatu got a job with the University of Minnesota in the New Immigrant Farm Program. He was excited to teach agriculture again. He teaches new immigrants how to grow better crops, and to be more successful farmers.

The program helps people who want to become farmers in the United States. Some people were farmers in their native country. Some people are new to farming. The New Immigrant Farm Program helps people who want to farm for a business.

If they have an idea of how they can sell their crops, they can learn how to farm. "We help people who have a good plan to sell their crops," said Nigatu.

The average size of the farm is between 1 and 3 acres. The participants are often beginners. Because they grow vegetables, flowers and other plants, they have to work hard on their land. The farm has to be small enough so the farmer and his family will be able to take care of it.

During the growing season farmers are very busy. Nigatu goes to the farmers in the fields and gives them information and advice. Teaching one-to-one is good because he can teach exactly what each new farmer needs to know.

Participants are able to stay in the New Immigrant Farm Program for up to three years. After 3 years they must buy or rent land someplace else, and use the skills that they have learned to become self-sufficient farmers.

It's important for farmers to learn how to keep their crops and their farms safe. Pesticides help keep pests away, but they can also be dangerous to people. Farm chemicals can also be bad for the environment. Nigatu teaches the new farmers how to use these chemicals safely and correctly.

To learn more about the New Immigrant Farm Program, or how to farm safely, contact:

Nigatu Tadesse
Extension Educator and Assistant Professor
New Immigrant Farm Program
Rosemount Research & Outreach Center
1605 160th Street West
Rosemount, MN 55068-6099

Phone: 651-423-2413
Email: tades002@umn.edu

Jack Vang, Community Program Specialist
New Immigrant Farming Program
1605 160th Street West
Rosemount Research & Outreach Center

Phone: 651-423-2455
E-mail: vangx031@umn.edu
Web site: www.extension.umn.edu

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What was Nigatu teaching in Ethiopia?

_____

2. Where did he study the science of farming?

_____

3. What does he teach new immigrants to do?

_____

4. What kind of people is the program looking for?

_____

5. How big is the average farm in this program?

_____

6. Why does the farm have to be small?

_____

7. How long can people stay in the New Immigrant Farm Program?

_____

8. What is important for farmers to learn about farm chemicals?

_____

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Nigatu was was ~~both~~ and raised in ~~Ecuador~~ .

2. He graduated from South ~~Minnesota~~ State ~~Anniversary~~.

3. The New Immigrant Farm Program is looking for ~~children~~ who want to farm as a ~~sport~~.

4. The average size of the ~~yard~~ is between 1 and 3 ~~miles~~.

5. The farm size has to be ~~big~~ enough so that the farmer and his ~~friends~~ will be able to take care of it.

6. During the ~~rainy~~ season farmers are very ~~bored~~.

7. ~~Participles~~ are able to stay in the New Immigrant Farm Program for up to three ~~months~~.

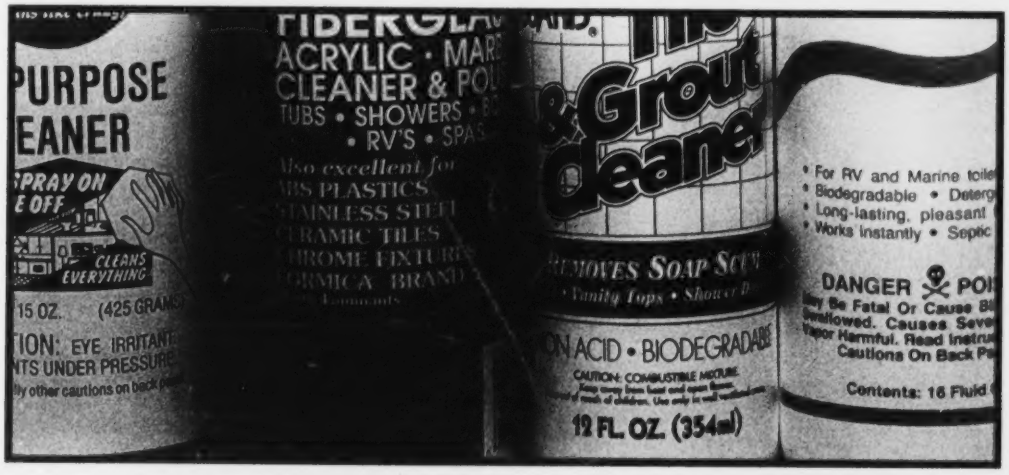
8. Farm chemicals can be ~~good~~ for the ~~employment~~.

Use Chemicals Safely

Farmers need to learn to use chemicals safely, and you do too. Many cleaners, paints, and other household chemicals are hazardous. If you are going to use a household chemical, read the label first to see if it is hazardous. Words like caution, warning, and danger tell how hazardous a product is.

Be very careful when using all hazardous products, even household cleaning products. They can be dangerous to people and the environment.

When you are using a product, be very careful around children. Small children always put things in their mouth, and these products can make them very sick. Hazardous products could poison them. When you are finished, put the product away in a very safe place. Keep cleaning products in high places where babies and children can't see them or reach them.



Read the label before you buy any product!
Then, buy the safest one that you can find.

"**Caution**" means it's a little dangerous to use, so be careful.

"**Warning**" means it's dangerous to use, so be very careful.

"**Danger**" or "**poison**" means it's very dangerous, so be very, very careful!

Exercise 3

Fill in the missing words.

1. If you are going to use a household _____ , read the _____ first to see if it is hazardous.

2. Be very careful when using all _____ products.

3. When you are using a product, be very careful around _____ .

4. When you are finished, put the _____ away in a very safe place.

5. Keep cleaning products in _____ places, where _____ can't see them.

6. Buy the _____ one that you can find.

7. _____ means that product is dangerous.

8. _____ means that product is a little dangerous.

9. _____ _____ means that product is very dangerous.

Chapter 7

Vuthy Pril

Minnesota's first Southeast Asian Conservation Officer with the Minnesota Department of Natural Resources

On October 25th, 1999, Vuthy Pril became Minnesota's first Southeast Asian Conservation Officer. That was an exciting day for Vuthy, because he worked long and hard to reach this goal. He is now working for the Minnesota Department of Natural Resources. He will help newcomers learn about the regulations for fishing and hunting in Minnesota, and how to protect our natural resources.

Vuthy was born in Batnambang, in Cambodia. Everyone fished in the rivers and everyone hunted to feed their families. People could also fish in other people's rice patties as long as they didn't destroy the plants. It was understood that people didn't own the fish, just the land. "We always did this back home. We fished as much as we wanted, we hunted as much as we wanted, nobody told us what to do."

Everything changed in 1975, when the Communists overthrew the government. After four years the Cambodian government was back. The Pril family tried to move back into their home, but it had been destroyed. They went to a refugee camp in Thailand. They waited years, and finally came to the US. "That was one of the happiest moments in my life," said Vuthy. They arrived here in 1983.

Vuthy likes his job as a Conservation Officer. These officers are sometimes called the "hunting or fishing police." They also teach people how to use outdoor areas safely, and how to hunt and fish legally in Minnesota.

Many immigrants come from countries where there are no conservation laws. They often have problems because they don't understand. "The fishing and hunting rules and regulations here are hard to understand." As a Minnesotan from Southeast Asia, Vuthy can help them understand these rules. He tells newcomers, "Study hard to learn English, and to learn how things are done in this country."

"Back home it's different. People are hungry. They want to catch as many fish as they can, either to sell them or to eat them. It's different here. No one is dying from hunger, so they should be able to understand," said Vuthy. "We have to enforce the laws so everyone, including our children, will have a chance to catch fish and hunt animals in Minnesota. We live here now, and we have to conserve the natural resources."

To learn more about hunting and fishing regulations, or to talk to Vuthy, contact:

Vuthy Pril
Southeast Asian Conservation Officer
MN DNR, Division of Enforcement
500 Lafayette Road
St. Paul, MN 55155-4047

Phone: 651-297-2449
Email: vuthy.pril@dnr.state.mn.us

To learn about ELCOP and other DNR jobs:

Emma Corrie, Enforcement Recruitment Coordinator
MN DNR, Division of Enforcement
500 Lafayette Road
St. Paul, MN 55155-4047

Phone: 651-297-2449
Email: emma.corrie@dnr.state.mn.us

DNR Web site: www.dnr.state.mn.us

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. When did Vuthy Pril become a conservation officer?

2. How much could they fish in Cambodia?

3. Why did everything change in 1975?

4. When did Vuthy's family arrive in Minnesota?

5. What are Conservation Officers sometimes called?

6. What does Vuthy tell newcomers to do?

7. Why is it different back home in Cambodia?

8. Why do they enforce the hunting and fishing laws in Minnesota?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. In 1999, Vuthy Pril became ~~Wisconsin's~~ first Southeast Asian ~~Conversation~~ Officer.

2. He will help newcomers learn about the ~~invitations~~ for fishing and ~~swimming~~ in Minnesota.

3. "We ~~danced~~ as much as we wanted, we ~~sang~~ as much as we wanted, nobody told us what to do."

4. Everything changed in ~~1995~~, when the ~~colonists~~ overthrew the government.

5. These ~~offers~~ are sometimes called the "hunting or fishing ~~place~~."

6. They teach people how to use outdoor areas ~~slowly~~, and how to ~~drive~~ and fish legally in Minnesota.

7. He tells newcomers, "Study hard to learn ~~Spanish~~, and to learn how things are ~~made~~ in this country."

8. We have to enforce the ~~views~~, so our children will have a chance to catch ~~cold~~ and hunt animals in Minnesota.

Hunting and Fishing Laws

There are laws for hunting and fishing in Minnesota. These are called "game" laws.

These laws have three different goals:

1. To protect wildlife and fish
2. To keep hunting and fishing fair for everyone
3. To keep people safe when they hunt or fish

In many countries, there are no limits on hunting and fishing. Many newcomers to Minnesota are surprised that they need to buy hunting and fishing licenses. Even when you have a fishing license or a hunting license, there are still times when it is not legal to hunt or fish. This also surprises many newcomers.

The times when it is legal to hunt and fish are called seasons. Almost every fish and animal has a different set of laws. There are laws about how many fish you can catch when they are in season. There are also laws that tell how many animals you can kill during hunting season.

Learning all of the regulations is hard. But, it is important for you to learn them if you want to hunt and fish. You need to obey the laws so that you are fishing and hunting legally. If you break the laws you can be fined. You may also lose your fishing and hunting equipment.

Exercise 3

Reading Comprehension

Write answers to the following questions.

1. What are hunting and fishing laws called?

2. What are the three goals for these laws?

3. What do you need to buy before you go hunting or fishing?

4. What do we call the time when it's legal to hunt or fish?

5. Are the laws the same for all animals?

6. What can happen if you break these laws?

Chapter 8

Phoukham (Pooh) Vongkhamdy

District Conservationist
with the Natural Resources Conservation Services

Phoukham (Pooh) Vongkhamdy was born in Laos. He and his family lived in a village named Thin Phia. When he was 16 years old, he decided to leave his family behind and escape from the communist Laotian government. That was in September of 1980. Five months later he was accepted as an immigrant to come to the United States. In February of 1981, he came to Saint Cloud, Minnesota, to live with his sponsor family.

Pooh graduated from high school and then studied at the University of Wisconsin. There he received a degree in Soil Science. In May of 1991, he was hired by the Natural Resources Conservation Service (NRCS). As an NRCS Soil Conservationist, he spends most of his time in the field working with farmers, and other land users. He also teaches conservation to different groups.

Land use in Laos is totally different than in Minnesota. In Laos, Pooh grew up on a family farm. They grew rice and other crops to feed their family. His family used water buffaloes to help them farm the land. Some farmers cleared land by cutting down big trees on the hillside. This way of farming was known as "slash and burn." Pooh says, "We destroyed our forests and the places where wildlife lives by using this kind of farming. We never thought much about the conservation of our land."

In Minnesota most farms are big. The farmers grow crops to earn money. They use big tractors to prepare the land for farming. When they farm on hillsides they use conservation practices on their fields to stop soil from eroding. The US government has many programs like the one where Pooh works. They educate and help all land users learn about conservation.

Pooh thinks, "It is very important for immigrants to know about conservation. Our land is needed for farming. Our rivers and lakes provide us with fish. Our air is needed to breathe. The forests provide us with wood, and a place for wildlife to live."

"Now we live in a country that still has a lot of natural resources. This is very important to our life. We should conserve and protect the natural resources for our children," said Pooh.

To learn more about conserving our natural resources or to talk with Pooh, contact:

Pooh Vongkhamdy
USDA-Natural Resources Conservation Service
900 5th Street SW
Milaca, MN 56353

Phone: 320-983-2154
email: pooh.vongkhamdy@mn.usda.gov

Department of Soil, Water, and Climate
439 Borlaug Hall
1991 Upper Buford Circle
University of Minnesota
St. Paul, MN 55108-6028

Phone: 612-625-1244

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. Where did Pooh and his family live?

_____

2. When did he come to Minnesota?

_____

3. Where did he get his degree?

_____

4. What did he study?

_____

5. Who does he work with?

_____

6. How did some families clear land for farming in Laos?

_____

7. What did this type of farming destroy?

_____

8. Why do Minnesota farmers use conservation practices on hillsides?

_____

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Phoukham Vongkhamdy was born in ~~Cambodia~~, but left his country when he was ~~21~~.

2. Pooh studied at the University of ~~Minnesota~~, and he received a degree in ~~computer~~ science.

3. Now he's a Soil ~~Reservationist~~ working with farmers, and other ~~lake~~ users.

4. He also teaches ~~conversation~~ to different ~~grounds~~.

5. Pooh grew up on a ~~friendly~~ farm which produced ~~fish~~ and other crops to feed their family.

6. "We destroyed our forests and the places where ~~midlife~~ lives by using this kind of ~~shopping~~."

7. When they farm on hillsides they use conservation ~~examples~~ on their fields to stop ~~trees~~ from eroding.

8. "Our land is needed for ~~swimming~~. Our rivers and lakes provide us with ~~facts~~."

Clean up our lakes and rivers without leaving your yard

Keep grass and leaves off the street.

Leave grass clippings on the lawn. They are good for your grass. If you leave the grass clippings on your lawn every time you mow it, that is the same as putting fertilizer on your lawn.

Sweep up any grass clippings that are on the street, sidewalk, or driveway. Put them on your lawn, or compost them.

Don't leave grass clippings in the street. When it rains they will flow into the storm drain. Then they will go into the Mississippi River, or other lakes and rivers.

Water flows into lakes and rivers from miles away. If people leave grass clippings and leaves on the sidewalk, driveway and street, it can cause a big problem.

As leaves and grass clippings decay, they give off nutrients. These nutrients help the grass in your yard, but they hurt the animals and some of the plants in the river. They are not healthy for the river.

Even if you don't live close to the river you can still help it. If you pick up your leaves and compost them, you are helping the Mississippi River, and other lakes and rivers in your neighborhood.

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Exercise 3

Reading Comprehension

Write answers to the following questions.

1. Why is it good to leave grass clippings on the lawn?

2. What should you do with grass clippings on the sidewalk?

3. What happens when grass clippings are left on the street?

4. How far does water flow into the Mississippi River?

5. What happens when the leaves decay in the river?

6. What do the nutrients do to animals and plants in the river?

7. What can you do to help the Mississippi River?

Chapter 9

Khoi Nguyen

Southeast Asian Environmental Education Program Coordinator for the Minnesota Department of Natural Resources

As a young man Khoi Nguyen was in the Army of the Republic of South Vietnam. This was during the war in Vietnam. He first came to the US in 1969 for military leadership training, and then went back to fight in the war. When he was a soldier, he worked with the US Army to fight the communists. When the Vietnam war ended in 1975, he was persecuted by the new communist government. They put him in a concentration camp for six years.

When he was finally released from the concentration camp, his citizenship was taken from him and he was not allowed to work. He tried to leave Vietnam three times, and finally in 1992, Khoi was successful. He and his wife, along with their two daughters and two sons, received asylum in the United States as refugees.

In the US, Khoi found a job that lets him help his own community. He is the Coordinator of the Southeast Asian Environmental Education Program for the DNR. This program is called the Cultural Exchange Program. The goal is to get newcomers to visit the parks and learn park regulations, so that they will feel comfortable coming back to the parks on their own.

Khoi works hard to bring groups of immigrants to Minnesota State Parks. They bring each group to the park by bus. Khoi teaches them about the plants, wild life, and recreational activities available there. He and other park workers teach environmental education, and how to obey the hunting and fishing laws. Khoi has brought in some groups for classes on how to safely use a gun, and to go hunting. Many groups have learned about fishing regulations, and other park activities. People enjoy their trips to the park.

Khoi feels that all newcomers will benefit by going to the state parks to "enjoy the open air." Newcomers often live in apartments or small houses with large families. Minnesota state parks offer a great place to escape the noise and busy streets of the city, and to enjoy nature. He has seen people come to the park feeling unhappy, and leave feeling better after a few hours.

Khoi has also worked with the Sudanese and other groups of immigrants. He wants to help all newcomers use the state parks.

To learn how to get a field trip for your community, or to speak with Khoi, contact:

Khoi Nguyen
MN - Department of Natural Resources
The SEA Outreach Program Box 10
500 Lafayette Road
St. Paul, MN 55155

Phone: 651-282-2682
Email: khoi.nguyen@dnr.state.mn.us

For information on state parks, contact:

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157
or 1-888-646-6367 (toll free)
Web site: www.dnr.state.mn.us

"Explore Minnesota USA" store
Mall of America (north entrance)
Bloomington, MN 55425

Phone: 952-853-0182

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What was Khoi's job as a young man?

2. What happened to him in 1975?

3. When did he finally come to the US?

4. What's his job now?

5. What is the goal of the program?

6. How does he bring groups of immigrants to the State Parks?

7. What do Kou and other park workers teach?

8. How does he think newcomers will benefit by going to state parks?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. Khoi Nguyen was in the ~~navy~~ of the Republic of South ~~Korea~~ until 1975.

2. His citizenship was ~~given to~~ him and he was not allowed to ~~study~~.

3. Khoi tried to leave Vietnam ~~five~~ times, and finally in 1992, he was ~~careful~~.

4. In the US, Khoi found a ~~schoo~~l that lets him help his own ~~communication~~.

5. The goal is to get newcomers to visit the ~~malls~~ and learn park ~~complications~~.

6. He and other park workers teach ~~continental~~ education, and also how to ~~display~~ the laws.

7. Khoi feels that all newcomers will ~~believe~~ by going to the state parks to "~~expand~~ the open air."

8. Minnesota state parks offer a great place to ~~enjoy~~ the noise and ~~quiet~~ streets of the city.

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157 or 888-MINNDNR

Web site: info@dnr.state.mn.us

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Exercise 3

Map Reading

Use the Map of the State Parks on the previous page, to answer these questions.

1. Which park is in the far northwest corner of the state?

   _____

2. Which park is in the far southwest corner of the state?

   _____

3. Which park is in the far southeast corner of the state?

   _____

4. Which park is in the far northeast corner of the state?

   _____

5. Which parks are in the Twin Cities Metro Area?

   _____

   _____

6. Which park is just north of William O'Brien State Park?

   _____

7. Which park is just south of Fort Snelling State Park?

   _____

Chapter 10

Minnesota Fishing

Many immigrants coming to Minnesota enjoy fishing. It's one of the first things they learn to do here. You don't need to know a lot of English to fish, but you need to understand the rules.

In this chapter we will review some of the things we've learned in this book about fishing.

In Chapter 7, we learned about Vuthy Pril who is a Conservation Officer for the DNR. His job is to teach people about the rules and regulations for fishing, and to enforce fishing regulations.

Coming from Cambodia, he understands that people have different ideas about fishing. "In the Cambodian community almost everyone fishes. I've never seen anybody who hasn't fished. They come from a country where fishing is daily life, a daily activity. I see a lot of Vietnamese. I see a lot of Hmong also," said Vuthy.

Vuthy explains the difference between many other countries and the US. "Back home it's different. People are hungry. They want to catch as many fish as they can, either to sell them or to eat them. It's different here. No one is dying from hunger, so they should be able to understand."

In Chapter 9 we met Khoi Nguyen, who is from Vietnam. Now he works for the DNR and teaches immigrants to use state parks. He knows that they might not understand fishing rules and regulations.

Khoi said, "We have the opportunity to teach them something about the state parks, about the plants and the animals. We also teach them how to follow the law, because we don't have such laws as fishing regulations, or hunting regulations in our country."

"In Vietnam people fish for food to live, not for a game," said Khoi. Newcomers don't understand why they have to limit to their catch to a certain amount when they have a big family, and when they can eat as many fish as they can catch. "They don't understand why fish should be thrown back in the river, and why they are allowed to fish only during the 'season.' Fishing rules and regulations are a very new ideas to them," said Khoi.

Both Vuthy and Khoi agree, that with education, newcomers will learn the rules and understand why they need to follow them.

For information about MN Fishing, contact:

DNR Information Center
500 Lafayette Road
St. Paul, MN 55155-4040

Phone: 651-296-6157
or 1-888-646-6367 (toll free)
Web site: www.dnr.state.mn.us

For copies of the MN Fish Consumption Advisory booklet, contact:

Fish Advisory Mailing List
Minnesota Department of Health
1221 East Seventh Place, Suite 220
PO Box 64978
St. Paul, MN 55164-0975
Phone: 651-215-0950 or
1-800-657-3908

Web site: www.health.state.mn.us

Exercise 1

Reading Comprehension

Write answers to the following questions.

1. What do many immigrants enjoy doing?

2. What do you need to understand to fish in Minnesota?

3. What is Vuthy Pril's job?

4. How many immigrants from Cambodia fish?

5. What other immigrants does Vuthy see fishing?

6. What does Khoi Nguyen teach immigrants to do?

7. Why do people fish in Vietnam?

8. What are new ideas to these immigrants?

Exercise 2

False Sentences

Use the information in the story to edit the following sentences.
The incorrect words are crossed out. Write the correct words above them.

1. You don't need to know a lot of ~~energy~~ to fish, but you need to understand the ~~poles~~.

2. Vuthy said, "In the ~~Canadian~~ Community almost everybody ~~wishes~~."

3. They come from a ~~company~~ where fishing is a ~~dirty~~ activity.

4. He said, "They want to catch as ~~few~~ fish as they can, either to ~~tell~~ them or ~~meet~~ them."

5. "In Vietnam people ~~swim~~ for food to live, not for a ~~name~~."

6. Newcomers don't understand why they have to limit their ~~swimming~~ to a certain ~~place~~ when they have a big family.

7. He said, "They don't understand why fish should be ~~sent~~ back in the ~~refrigerator~~ and why they are allowed to fish only during the ~~session~~."

8. Both Vuthy and Khoi agree, that with ~~conversation~~, newcomers will learn the ~~languages~~ and understand why they need to ~~explain~~ them.

Exercise 3

Discussion Exercise

Discuss the following questions in class.

1. Did you fish in your country?

2. If yes, did you fish in the lakes, rivers, or in the ocean?

3. Do you or your family fish in Minnesota?

4. Do you fish from shore or from a boat?

5. What kinds of fish do you catch?

6. Do you eat the fish you catch?

7. How often do you eat fish from lakes or rivers?

8. Is fishing in Minnesota better or worse than in your country?

9. Why?

Glossary of Vocabulary Words

accepted	received, welcomed		
	prihvaćen	txais tos	принятый
	aqbalay	aceptado	được chấp thuận, chấp nhận
against	not agreeing with		
	protiv	tawm tsam	против
	lid ku ah, ka soo horjeeda	en contra	chống lại, đối lại
agriculture	farming and growing crops		
	poljoprivreda	kev ua qoob loo	сельское хозяйство
	beeraha	agricultura	nông nghiệp
allergies	physical sensitivity to something		
	alergije	kev phiv	аллергия
	alerji, xajiin	alergias	dị ứng
antifreeze	automotive fluid that is used in the radiator of a car		
	antifriz	tshuaj kom lub taub dej tsheb tsis khov nab kuab	антифриз
	lidka-barafka	anticongelante	chống đông
Assistant Professor	a university teacher		
	asistent profesora	tus Loo ntawm tus Xib Hwb Qhia Ntawv	старший преподаватель
	Macallin jaamacadeed kalkaaliye ah	Profesor Asistente	phụ tá giáo sư
asthma	a disease that makes it difficult to breathe		
	astma	mob hlab ntsws nqia	астма
	cudurka neefta	asma	bệnh hen, suyễn
asylum	a safe place to stay		
	azil	kev tiv thaiv	убежище
	magangalyo	asilo	tị nạn, nơi ẩn náu
benefit	be helped		
	korist, profitirati	ib qho zoo	оказывать благотворное действие
	faa'iido	beneficio	có ích, có lợi
breast cancer	a malignant growth in the chest		
	rak dojke	ka xaws (cancer) ntawm mis	рак груди
	burada ama kaansarta naaska	cáncer en el seno	ung thư vú
breathe	inhale and exhale air		
	disati	nqus pa	вдыхать
	neefso, neefta hoos u jiid	respirar	thở, hít thở

brochure	information booklet		
	brošura	daim ntawv qhia	брошюра
	buug yar	folleto	tờ bướm, tập sách quảng cáo hoặc giới thiệu
building materials	things that are used to make a building, such as lumber, windows, carpet, paint		
	gradjevinski materijal	tej khoom ua tsev	строительные материалы
	alaabta dhisma	materiales de construcción	vật liệu xây dựng
cancer	a malignant growth disease		
	rak	ka xaws (cancer)	рак
	buro, kaansar	cáncer	ung thư
career	occupation or profession		
	karijera	txoj hauj lwm	карьера
	meherad, shaqo nololeed	carrera	nghề nghiệp
caution	be careful, this is a little dangerous		
	upozorenje	ceeb toom	предупреждение
	digniin	cuidado	chú ý
chemical	man made substance for cleaning, farming, etc.		
	hemijski, hemikalija	tshuaj tov	химическое вещество, химикалий
	kiimiko	químico	hoá chất
chlorine bleach	a chemical that makes clothes whiter, and kills mold and mildew		
	varikina	tshuaj ntxhua khaub ncaws dawb	хлорный отбеливатель
	dhar-cadeeye/biliij kalooriin ah	cloro blanqueador	chất tẩy chlorine
climate	the usual weather in a place		
	klima	huab cua	климат
	cimilo, xilli	clima	thời tiết, khí hậu
cockroaches	a small insect that lives in wet places		
	bubašvabe, žohari	kab laum	тараканы
	baranbaro	cucarachas	con gián
Communists	people who believe in communism		
	komunisti	Koom Tshas	коммунисты
	Shuuciyiin	Comunistas	Cộng Sản
community	a social group of people with a common culture		
	zajednica	zej zog	община
	beel	comunidad	cộng đoàn
compost	a mixture of decaying organic substances, such as dead leaves, grass clippings, and food waste		
	kompost, organski otpad	chiv	компостировать
	qudhmi/huuri wax si bacrimiye (nafaqeeye) dhul u noqdo	abono	phân bón (phân trộn với lá khô)

concentration camp political prison

koncentracioni logor | lub yeej raug txim | концентрационный лагерь
xero maxaabiis | campo de concentración | trại tập trung

conservation protecting nature

očuvanje | kev txuag | консервация, сохранение
madhxinta khayraadka | conservación | sự bảo tồn thiên nhiên

conserve to protect

očuvati | txuag | сохранять, консервировать
madhxi (khayraadka dabiiciga) | conservar | bảo tồn, duy trì

contact to call, write or talk to

kontaktirati | tiv tauj | обратиться, контактировать
la xidhiidh | contactar | liên lạc

culture ways of living in different places or countries

kultura | kab lis kev cai | культура
dhaqan | cultura | văn hoá

curbside recycling recycling that is picked up at the curb in front of your house

odlaganje otpada za recikliranje ispred mjesta stanovanja | txoj kev rov qab siv khoom qub dua
сбор отходов, выставленных у обочины, для повторной переработки
dhigista jidka alaabta dib-u-dhaqangalinta | reciclaje
đặt những vật liệu có thể tái sử dụng hoặc có thể dùng để tái chế phẩm ra lề đường để xe rác tới lấy đi

daily every day

svakodnevan | txhua hnub | ежедневно
maalin walba | diario | hàng ngày

damaged harmed

oštećen | puas tsuaj | повреждение
waxyeelo gaadhay | dañadas | làm hỏng, hư hại

decay rot, decompose

trunuti | lwj | гниение
qudhan, burbur | descomponer | thối rữa

degree diploma from college or university

diploma | dis plaus mav | степень
shahaado | título universitario | bằng cấp

Department of Natural Resources government agency that protects nature and controls hunting & fishing

Resor za prirodna bogatstva | Lub Rooj Tsav Xwm Saib Xyuas Khoom Ntiaj Teb | отдел природных ресурсов
Waaxda Khayraadka Dabiiciga ah | Departamento de Recursos Naturales | Phân Khoa Tài Nguyên Thiên Nhiên

develop to start a new program

razvijati | npaj | разработать, создать
soo saar (barnaamij, alaab) | desarrollar | phát triển, thành lập

dust mites	very small insects that live in things like carpets, mattresses and sofas		
	sićušni mikroorganizmi koji žive u kućnoj prašini	tej pluag plav	клещи (живущие в бытовой пыли)
	caarada siigada een ishu qaban	gorgojo	con mạt dất, con ve, con bọ
egg shells	the hard outside covering of an egg		
	ljuspe od jajeta	plhaub qes	яичная скорлупа
	qolofta ukunta/beedka	cáscaras de huevo	vỏ trứng
enforce	to get people to follow the law		
	sprovoditi	yuam kom ua raws li	обеспечить соблюдение (законов)
	fuli, hirgali	hacer cumplir	áp đặt, ép buộc
engineering	the science of building things		
	inžinjerstvo	txoj kev ua tsev, ua kev, thiab ua cav tsheb	инженерное искусство
	injineernimo	ingeniería	(làm) kỹ sư
environment	the air, land, water, animals and plants around us		
	okolina	chaw puag ncig	окружающая среда
	deegaanka, bay'ada	medio ambiente	môi trường
escape	to get away from		
	pobjeći	khiav tawm	утечка (воздуха); побег
	ka baxso	escapa	thoát, trốn thoát, chạy thoát
ethnic	from one culture group		
	etnički	haiv neeg	этнический
	ummad, u gaara ummad	étnico	chủng tộc, sắc dân
exhaust fans	bathroom and kitchen fans that blow humid air to the outside		
	izduvni ventilatori	kiv cua tshuab tawm	вытяжные вентиляторы
	marawaxadaha naqaska	ventiladores de extracción	quạt gió, quạt xả hơi
Extension Service	a university program that teaches adults who are not university students		
	podružnica, ispostava	Kev Pab Sab Nraud	курсовая система занятий для взрослых
	Adeega Fidinta	Servicio de Extensión	dịch vụ mở rộng phạm vi phục vụ
fertile	good for growing plants		
	plodan	zoo	плодородный
	aaran, wax dhala	fértil	(đất) tốt, màu mỡ
fertilizer	compost or chemicals that help plants grow		
	gnojivo, djubrivo	chiv	удобрение
	baŕrimiye, kordhiya aarannimada	fertilizante	phân bón
fined	when you have to pay money to the government because you broke the law		
	oglobljen	raug nplua	оштрафованный
	ganaaxay	multado	bị phạt

flow	to move like water in a stream or river		
	tok, teći	ntws	течь, вытекать
	qulqul	flujo	dòng chảy
fluid	liquid		
	tečnost	kua	жидкость
	dareere, biyuhu waa dareere	fluido	chất lỏng
grass clippings	small pieces of grass cut off when the lawn is mowed		
	pokošena trava	quav nroj	скошенная трава
	jarjarka cawska	recortes del pasto	cắt cỏ
growing season	the time of year that plants can grow in a state		
	sezona rasta	caij ua noj ua haus	сезон выращивания
	xilliga korniinka	temporada de crecimiento	mùa trồng trọt
hazardous	dangerous		
	opasan	as tab lais	опасный
	halis ah	peligroso	nguy hiểm, nguy hại
health	wellness, not being sick		
	zdravsteni, zdravlje	kev nyob zoo	здоровье
	caafimaad	salud	sức khỏe
hotline	a telephone number to call for specific information		
	direktan telefonski broj važne ustanove	xov tooj pab neeg sai	линия экстренной связи
	khadka su'aalaha	línea de ayuda	đường dây khẩn cấp
household	for use in your home		
	domaćinstvo tsev neeg	семья, проживающая в одном месте; домашнее хозяйство	
	qoys, guri	hogar	hộ gia đình
humid	moist or damp air		
	vlažan	vaum	влажный
	suyuc ah, huur	húmedo	ẩm ướt
illness	sickness, disease		
	bolest	kev mob nkeeg	болезнь
	cudur, jiro	enfermedad	bệnh, chứng bệnh
immigrant	a person who comes here from another country		
	imigrant	tus neeg txawv teb chaws	иммигрант
	soo-guure	inmigrante	người di dân, dân nhập cư
indoor air quality	how clean the air is in a house or a building		
	kvalitet vazduha u zatvorenom prostoru	pa zoo li cas hauv tsev	качество воздуха внутри помещений
	tayada hawada gudaha	calidad del aire interior	chất lượng không khí hít thở trong nhà

interior design firm	*company that plans how to design and decorate the inside of a building or home*		
	preduzeće za unutrašnju dekoraciju		lag luam kho tsev sab haud
			компания, проектирующая интерьеры
	shirkad quruxda gudaha	compañía de diseño de interiores	công ty thiết kế trang trí nội thất
landfill	a place where trash is buried		
	deponija	qhov chaw pov khib nyiab	свалка
	godka qashinka	terrenos de tratamiento de basura	bãi chôn lấp rác
lawn	the grass around a home or building		
	travnjak	thaj nyom	лужайка
	beer quruxeed	pasto	bãi cỏ
legal	not against the law		
	legalan	raws kev cai	легальный
	sharci ah	legal	hợp pháp
liaison	someone who works between two groups of people, to help them work together		
	veza	tus neeg txuas lus	связь (поддерживать связь, контакт)
	xidhiidh	relación	người giới thiệu, người trung gian
license	a government permit to do something		
	dozvola	daim ntawv tso cai	лицензия, разрешение
	ogalaasho, liisan	licencia	chứng chỉ, bằng (để hành nghề)
lungs	the organs you use to breathe		
	pluća	ob lub ntsws	легкие
	sambab	pulmones	(hai) lá phổi
manage	to direct or supervise		
	upravljati, pobrinuti se za	saib xyuas	руководить, управлять
	maamul	manejar	quản lý
manager	the person who directs or supervises		
	rukovodilac, upravnik	tus nai	руководитель
	maamule	gerente	người quản lý, quản đốc
materials	a group of related things		
	materijal	cov khoom	материал
	alaabooyin, waxyaabo	materiales	chất liệu
mildew	a fungus that grows in moist or wet places		
	plijesan	tuaj pwm	плесень
	cagaarka suyuca, noole ishu qaban	moho	mốc xương, nấm mốc hình sợi
moisture	wetness, dampness		
	vlaga	qhov noo noo	влага, влажность
	suyuc, qoyaan	humedad	sự ẩm ướt

mold	*a very small fungus that grows in moist or wet places*		
	plijesan	pwm	грибок
	cagaarka suyuca	moho	nấm meo (trong thực phẩm)
multicultural	from many cultures and countries		
	multikulturalan	ntau haiv neeg	разнокультурный
	dhaqamo kala-duwan	multicultural	đa văn hoá
natural resources	the natural wealth of a country: land, forests, water, etc.		
	prirodna bogatstva	khoom ntiaj teb	природные ресурсы
	khayraadka dabiiciga ah	recursos naturales	nguồn tài nguyên thiên nhiên
Natural Resources Conservation Service	a government agency that conserves our natural resources		
	Služba za očuvanje prirodnih resursa	Qhov Chaw Pab Txuag Khoom Ntiaj Teb	
	Служба по охране природных ресурсов	Adeega Madhxinta Khayraadka Dabiiciga ah	
	Servicio de Conservación de los Recursos Naturales	Dịch Vụ Bảo Tồn Nguồn Tài Nguyên Thiên Nhiên	
nature	the world around us, plants, animals, etc.		
	priroda	tha ma xaj	природа
	abuurista eebe, miyi	naturaleza	thiên nhiên
nutrients	food for plants		
	hranljive materije	tej yam pab kev loj hlob	питательные вещества
	nafaqo	nutrientes	chất bổ, chất dinh dưỡng
obey	to follow		
	(po)slušati, poštovati	ua raws li	подчиняться
	adeec, yeel	obedecer	vâng lời, tuân phục
outreach	to try hard to get information to people about an issue or program		
	javna služba za komunikaciju sa zajednicama	pab	программа помощи
	xidhiidhiye	alcanzar	(phục vụ) ngoài cơ sở, ngoài chức năng chính
overthrew	to put an end to a government by force		
	zbaciti	kov yeej	свергнули
	af-gambiyay	derrocaron	lật đổ (chính quyền)
paint	liquid color to put on hard surfaces		
	farbati	kua xim	краска
	rinji	pintar	sơn
participants	people who join a group to do something		
	učesnici	neeg koom	участники
	ka-qaybgalayaal	participantes	người, thành phần tham gia, tham dự
persecuted	to be harassed or punished		
	progonjen	tsim txom	подвергаться
	dhibay	perseguido	kết án, kết tội, hành hạ, khủng bố, ngược đãi

pesticides	chemicals that kill pests		
	pesticidi tshuaj tua kab	вещества для борьбы с сорняками и вредными насекомыми	
	sunta dulinka/cayayaanka	pesticidas	thuốc trừ sâu
pests	animals and insects that harm crops		
	štetočine	kab	вредные насекомые, сорняки
	dulin	pestes	sâu bọ (phá hoại mùa màng)
pollute	to make the air, water, or land dirty		
	zagadjivati	ua kom liam sim	загрязнять
	wasakhee	contaminan	gây ô nhiễm
pollution	when the air, land, or water is dirty		
	zagadjenje	kev ua kom liam sim	загрязнение
	wasakh	contaminación	sự ô nhiễm
protect	to keep something safe		
	zaštititi	tiv thaiv	охранять, защищать
	ilaali, badbaadi	proteger	bảo vệ
provide	to give something		
	obezbijediti,snabdijevati	muab rau	обеспечивать
	bixi	proporcionar	cung cấp
public health	helping everyone in the community stay healthy		
	javno zdravstvo	pej xeem kev nyob zoo	здравоохранение
	caafimaadka dadweynaha	salud pública	sức khoẻ cộng đồng
Public Outreach Coordinator	someone who gets information to people about an issue or program		
	koordinator javne službe za komunikaciju sa zajednicama		tus Neeg Pab Pej Xeem
	координатор программы помощи		Isu-duwaha Barnaamijka Xidhiidhka Dadweynaha
	Coordinador de Alcance Público		Người Điều Hành Chương Trình Phục Vụ Cộng Đồng
recreation	things people do for fun, like swimming or fishing		
	rekreacija	kev ua si	отдых, развлечения
	ciyaar	recreación	giải trí, trò tiêu khiển, thú tiêu khiển
recycle	to give things to a company that will make something new with them, instead of throwing them away		
	reciklirati	rov qab siv khoom qub	повторно использовать
	dib u dhaqangali	reciclar	tái sử dụng, chế phẩm lại
reduce	to make less waste, so there is less to throw away		
	reducirati	ua tsawg zus	уменьшать, сокращать
	yaree	reducir	giảm xuống, giảm bớt
refugee	a person who escapes from their country		
	izbjeglica	neeg thoj nam	беженец
	qaxooti	refugiado	người tỵ nạn

refugee camp	a place where refugees must wait before they can go to a new country		
	izbjeglički centar	lub yeej thoj nam	лагерь для беженцев
	xero qaxooti	campo de refugiados	trại tỵ nạn
regulations	rules or laws		
	regulativi	kev cai	правила
	xeerarka	regulaciones	luật lệ, luật định, quy định
remove	to take away or to take off		
	ukloniti, odstraniti	tshem	снять, удалить
	ka qaad	remover	tháo rời, tháo bỏ, lấy ra
respiratory	the act of breathing		
	respiratorni, disajni	hais txog tej hlab ntsws	респираторный
	hawo-mareenka	respiratoria	đường hô hấp
reuse	to buy things that can be used again and again, instead of throwing them away		
	ponovno upotrijebiti	rov qab siv dua	повторное использование
	dib u isticmaal	reutilizar	sử dụng lại
rice patties	wet lands for growing rice		
	rižina polja	ncuav	рисовые лепешки
	saambuus bariis ah	tortitas de arroz	cánh đồng lúa, ruộng lúa
risk	dangerous chance		
	rizik	qhov pheej hmoov	риск
	khatar, halis	riesgo	nguy cơ, rủi ro
season	a specific time		
	sezona (lova i ribolova)	caij (plob hav zoov thiab nuv ntses)	сезон
	xilli, xilliga ugaadhsiga	temporada	mùa, thời kỳ (săn bắt, câu cá)
secondhand smoke	smoke that comes from a cigarette, pipe, or cigar, or from the lungs of smokers		
	sekundarni dim	pa luam yeeb	пассивное курение
	sigaarka qof kale cabo	humo de segunda mano	người hít phải khói thuốc đã không hút thuốc
self-sufficient	able to make enough to live without outside help		
	samodovoljan	kev uas yus pab tau yus tus kheej	самостоятельный, независимый
	isku filan	auto suficiente	tự lực cánh sinh
sensitive	very aware of something		
	senzitivan, osjetljiv	txawj xav	чувствительный
	garasho leh, u nugul	sensible	nhạy cảm
serious	dangerous		
	opasan, ozbiljan	ib yam txaus ntshai	серьезный
	culus, halis ah	serio	nghiêm trọng, nghiêm trang

sewer	the pipes that carry the dirty water from homes and buildings to the treatment plant		
	kanalizacija	qhov taub cug quav zis	канализация
	buulacada wasakhda	alcantarilla sanitaria	cống rãnh vệ sinh (thoát nước)
sidewalk	a concrete path at the side of the street to walk on		
	trotoar	ntug kev	тротуар
	wadada cagta	banqueta	vỉa hè
slash and burn	to cut down forests and burn plants to make land ready for farming		
	neplansko krčenje šuma	luaj thiab hlawv	режь и жги
	dhirta jar oo gub	corte y quema	chặt và đốt
soil	dirt for planting		
	zemljište	av	почва
	carrada, ciida	tierra	đất
Southeast Asian	people from Cambodia, Laos, Thailand, or Vietnam		
	iz jugoistočne Azije	Neeg Es Xias Qab Teb	житель юго-восточной Азии
	Koonfur-bari Aasiya	Asiático del Sudeste	người Châu Á
specialist	a person with experience in one subject or area		
	specijalist	kws txuj	специалист
	takhasus leh, aqoonyahan	especialista	chuyên viên
sponsor	someone who helps refugees come and live in the United States		
	sponzor	niam qhuav txiv qhuav	спонсор, поручитель
	qabanqaabiye, qofka wadanka ku keenay	patrocinadora	người bảo trợ, bảo lãnh
storm drain	the pipes that carry rainwater and melting snow from your neighborhood to lakes and rivers		
	odliv vode	kwj deg	дождевые стоки
	daad qaade, godka daadka	drenaje de tormenta	hệ thống thoát nước
success	a job well done		
	uspjeh	qhov tau raws li siab xav	успех
	guul	éxito	sự thành công
successful	to finish a job and do it well		
	uspješan	ua tau raws li siab xav	успешный
	guulaystay	exitoso	thành công
sweep	to push with a broom		
	pomesti, počistiti	cheb	подметать
	xaadh/xaaq	barrer	quét dọn
teenagers	children from 13 to 19 years old		
	tinejdžeri	tub hluas ntxhais hluas	молодые люди (от 13 до 19 лет)
	tobaneeyo-jir	adolescentes	tuổi vị thành niên, thiếu niên, thiếu nữ

tire pressure	the amount of air pressure inside your tire		
	pritisak u gumama	log muaj pa npaum li cas	давление в шине
	cadaadiska taayirka	presión de la llanta	áp suất ở lốp xe
tri-sodium phosphate (TSP)	a cleaning chemical		
	tri-natrijum fosfat	ib hom tshuaj	тринатрийфосфат
	maadada tri-soodhiyam fosphayt (TSP)	trifosfato de sodio	muối photphat natri
volunteer	someone who works for free		
	dobrovoljac	neeg yeem ua hauj lwm	доброволец
	taboruce	voluntario	người tình nguyện
warning	be careful, this is dangerous		
	upozorenje, pažnja	ceeb toom	предупреждение
	digniin	advertencia	báo trước, cảnh báo
waste	things we throw away, garbage		
	otpadni materijal	khib nyiab	отходы
	qashin	desperdicio	chất thải
waste-to-energy facility	plant that burns garbage to make electricity		
	mjesto za pretvaranje otpada u korisnu energiju		qhov chaw hlawv khib nyiab
	установка для получения энергии из отходов		goob gubta qashinka
	instalación de transformación del desperdicio en energía		nơi biến chất thải thành nhiên liệu
wastewater	dirty the water from homes and businesses		
	otpadne vode	dej liam sim	сточные воды
	biyaha la isticmaalay/biyo qashin ah	agua residual	nước thải
wastewater treatment	cleaning the dirty water from homes and businesses		
	prečišćavanje otpadnih voda	kev lim dej liam sim	обработка сточных вод
	nadiifinta biyaha la isctimaalay	tratamiento del agua residual	xử lý nước thải
water buffaloes	a large animal used by farmers in Asia		
	vodeni bufalo	twm	водяные буйволы
	lo' gisi	búfalos acuáticos	trâu nước
wildlife	wild animals		
	fauna	tsiaj qus	живая природа
	ugaadha	vida silvestre	thú hoang dã, môi trường tự nhiên, hoang dã